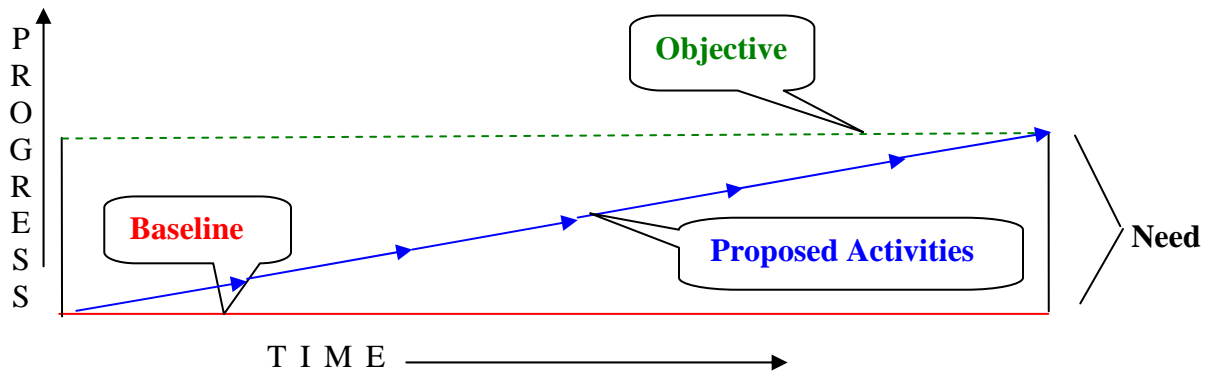


## Readiness for Grant Applications First Steps

- Overall Goal.** State the overall purpose of the project in terms of general outcomes. Make it *worthy of investment* for the potential funder. Answer the “*So what?*” question.
- SMART Objectives.** Often two or three suffice. “**Where we intend to be when we finish.**” **First know where you are.** (It’s inevitable that a competitor will state his baseline, so JUST DO IT.) Your **need** is the gap between the **baseline** and the **objective**.



- Rationale for Activities.** Many competitors could have the same **objective**. There are many **roads** to Chicago, and only you can have **activities** that fit best with **your population**. This is where you cite proven research and/or successful pilots. (Leave theory to the researchers.)
- Budget Correlated to Objectives.** Show how each expenditure directly relates to outcomes.

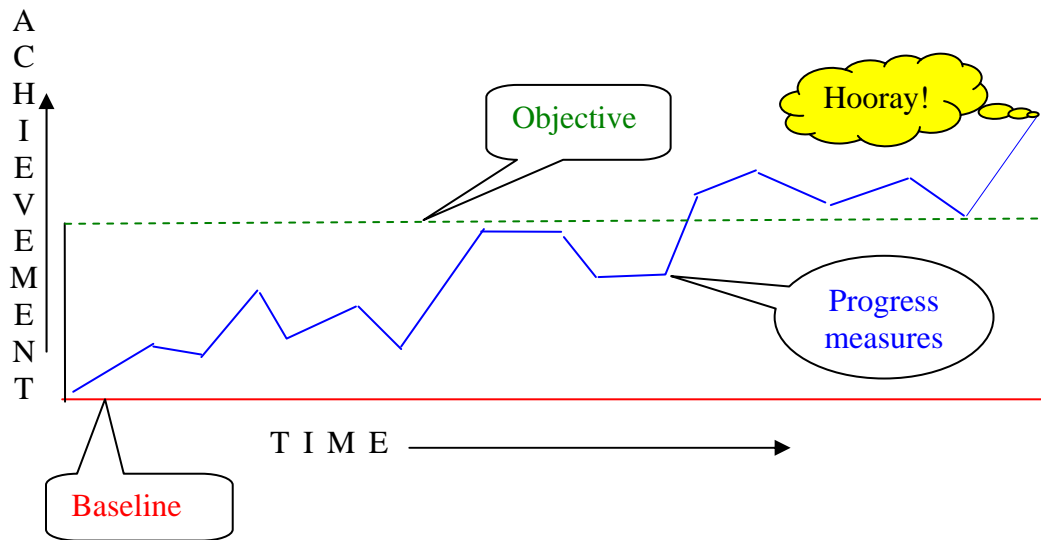
Objective	Activity	Timeframe	Costs
Increase FCAT Reading avg. level in three gr. 5 classes this year to 3.5 (from 2.5, 3.5, and 2.7 for the same students in gr. 4), with at least ½ level increase for each class	Buy books	September	\$500/classroom
	Launch lending libraries	Oct.-March	\$50/classroom bookbags \$2.50/student printed bookmarks to log progress, have parents sign \$75 sibling/reading buddy spiral journals
	Host Parent Appreciation Night	April	\$25 certificates \$250 take-home summer books



## 5. Management Plan.

Help reviewers understand...	Possible Tools
...Who's in charge? Who's involved?	Flow chart (include advisory group, chain of command) Matrix (roles across top, partners down the side)
...How will things get done?	Timeline and assigned duties <i>(Timelines force you to do detailed planning)</i>
...What makes us believe they'll do well?	Tell about key players' previous successes, project management experience, leadership positions, even personal commitment (such as a parent getting his business involved, or a counselor whose fraternity will enlist mentors)

## 6. Evaluation. Did we get there? Why or why not? What should we do next time?



- Ask stakeholders (especially parents and partners, and don't forget kids!) what they want to know at the end of this project about how well it worked. They may surprise you! This will give you credibility with the judges.
- Include in the evaluation plan that you will host a briefing at the start, so that all players know their roles and how you will use the information they are collecting from Day 1. This will save tons of grief...and review panels love it.
- Start with what you already measure. Be realistic and keep it easy so it will really get done.
- Tell when, to whom, and how you will report the results. Others should be able to benefit.